SAFETY Education

FEBRUARY 1957
Two Sections · Section One

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

A NEW SLANT ON A TRADITIONAL HOLIDAY
See Page 2

EDITOR'S NOTEBOOK . . .

The greetings little Gail Webster is writing on our front cover go out to all of you this month, along with a suggestion, on pages two and three, on how you can make the Valentine's Day celebration in your school a little more meaningful, a little more educational, safety-wise—and even more fun, than it may have been in the past. Incidentally, Gail is the nine-year-old daughter of Daniel Webster, staff representative to the Higher Education Section of the School and College Division, and she goes to school in Town of the Pines, Indiana.

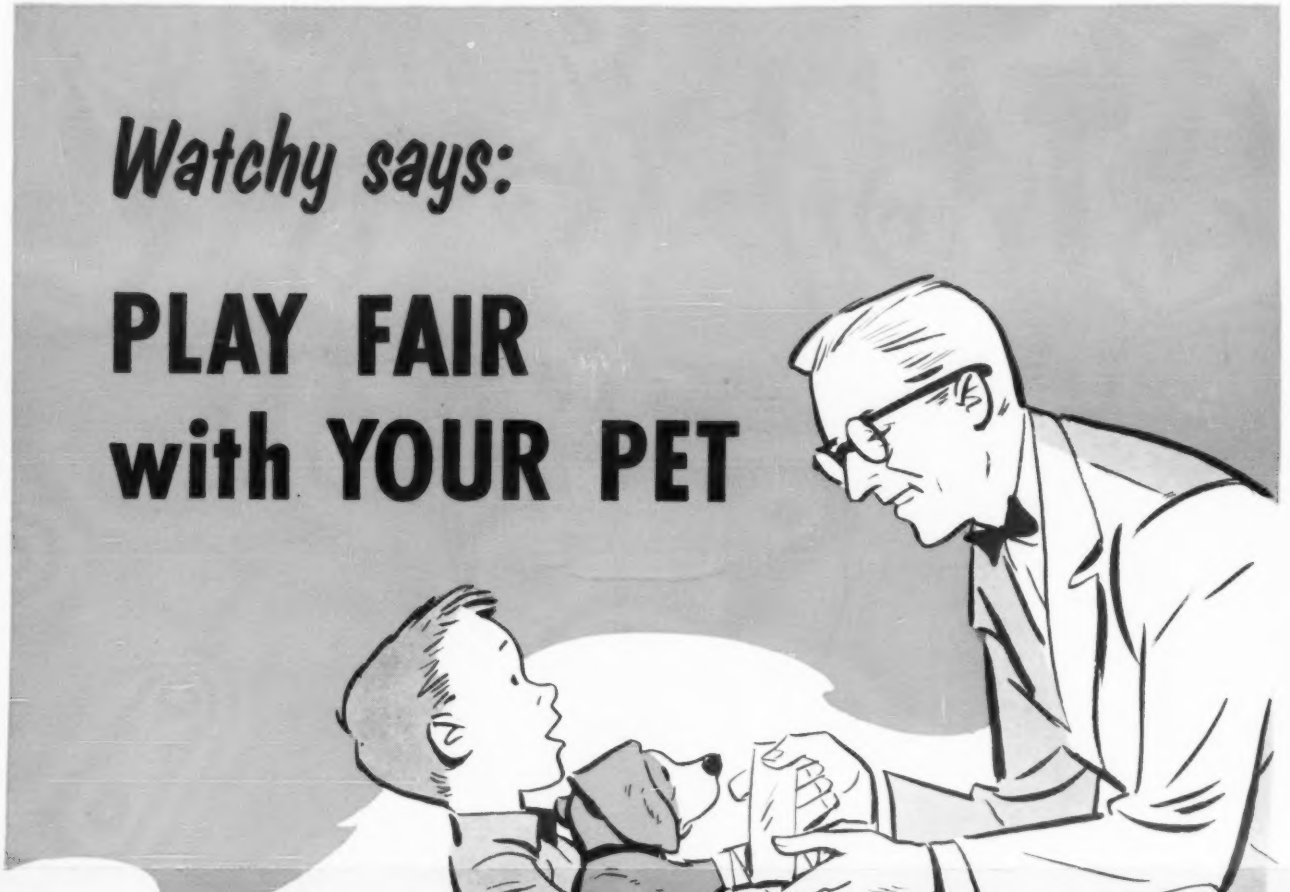
We are happy to present, in this issue, the first of a series of safety lessons devoted to the National Safety Council's year-long campaign to *Back the Attack Against Traffic Accidents*. Directed to children in all the grades and high school, it can be adapted by the teacher to the particular grade level she teaches; we hope it will prove helpful not only in education for increased safety, but also in education towards better, more alert, more responsible community living—an attitude that is sorely needed in an era which sees more and more traffic accidents with every passing day. The series has been written by Vivian Weedon, Ph.D., curriculum consultant, School and College Division, National Safety Council, and will appear in nine parts.

The problem of children (as well as teachers and personnel) falling down and getting hurt in school is a real headache to administrators. Not only does falling cause painful bruises, it may cause the loss of valuable time in school, accident claims, parental concern over school safety measures—and it may even cause death. On page four, SAFETY EDUCATION presents *A Positive Program Against Falls*, by Edward Abramoski and Ivan Stehman, an article containing a host of suggestions for improving the safety education program to eliminate—or greatly reduce—falls in your school or school system.

Other articles throughout the magazine give further insight into how the accident problem can be reduced in schools. The decisive role the principal can play in accident prevention is described on page six, a data sheet on safety in basketball is included on page 19, a description of a bicycle safety program carried on throughout the schools of Carlsbad, New Mexico, is contained on page 16.

To your informative reading, then, we direct this issue of SAFETY EDUCATION, with the hope that it will give you a real boost in planning your safety education program.

BEVERLY THOMPSON


Watchy says:
PLAY FAIR
with YOUR PET

S-0871-A

STALL that FALL

Use a ladder

S-0872-A

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

Contents of SAFETY EDUCATION are regularly listed in "Education Index."

SAFETY Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXVI No. 6 Section One

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Of Interest to All

Of Specific Interest

Elementary

Secondary

College

Cover Photo by Jim Lehman

Chartered by the Congress of the United States

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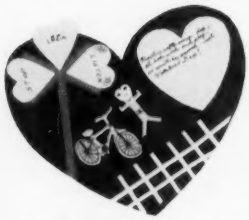


They Gave A To

At Grants Elementary School they gave this traditional day a new slant, called it "Valentine Safety Day." Pupils made their own Valentines, wrote safety messages on them, sent them to friends in the traditional way. This story may give you some good ideas for your school Valentine celebration.

By Curn C. Harvey
Grants Elementary School
Grants, New Mexico

FOR several years, the school newspaper has waged a vigorous campaign to promote safety education. Sometimes, as a by-product of our efforts, a new idea has emerged to catch the imagination of the school-community and make the campaign more effective.

Last year, we came up with an innovation which other schools might find promising.

Without destroying any of the Valentine "spirit," and actually providing a substitute for some of its frivolity, our school gave the event a new vitality by making the holiday "Valentine Safety Day."

As homeroom projects in the different grades, pupils designed and made their own Valentines. They combined the Valentine spirit with safety lessons, slogans and poems, and illustrated them with drawings from their own imagination or experience.

Boys and girls pursued the activity with such enthusiasm that the P.T.A. asked them to submit duplicates of their best safety Valentines for a contest. A committee selected three outstanding Valentines as winners from the school at large, and 15 were awarded prizes as the best home-room products.

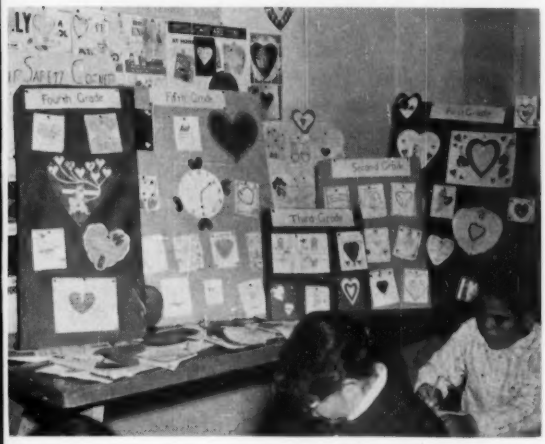
There was no limit on the number of Valentines a pupil could enter in the contest, but each one entered was required to be an exact duplicate of one which had already been sent to a friend.

New Meaning Valentine's Day

When the energy and enthusiasm of pupils are concentrated, results may prove more creative than adults think possible. Valentines depicted almost every situation, incident or place where accidents often happen. Pupils did a lot of serious thinking, and the Valentines carried challenging messages—in a language boys and girls could understand.

Several rooms made bulletin board displays of their Valentines. An exhibit was held of those entered in the contest, and later a display was arranged downtown at the office of the school administration.

Outstanding Valentines from each grade were made into an exhibit, shown in each room. Later, a display of the cards was exhibited at the school administration office.



Did Valentine Safety Day contribute to the teaching of safety? Did the project make pupils more safety conscious? We believe both questions can be answered affirmatively.

Has safety become a part of the everyday life of boys and girls in the school? Yes, reports made to the school paper staff during the last months of the year show an increasing awareness of pupils of the importance of safety. Since about the end of February, a Safety Flag has been flying at the school every day free of accidents. Accidents serious enough to require first aid keep the Flag down. On a safe day, the Flag is flown and a blue pennant marked on the Safety Calendar in front of the principal's office. If there is an accident during the day, an orange pennant is colored on the Safety Calendar.

Teaching safety to make it a part of the everyday life of every boy and girl should be an aim of all schools. It is exceedingly important at Grants Elementary School. Grants is a boom-town, where America's only large domestic supply of uranium is located. The school is at the side of U. S. Highway 66, New Mexico's most dangerous highway, and near the Santa Fe Railroad. The first five grades are in three separate buildings, and playground and recreational facilities are limited. But the school has met the safety problem with a modern application of the pioneer spirit, which, we believe, still exists in our town●

a problem of deep concern to supervisors . . .

A Positive Program Against Falls

By Edward R. Abramoski
Coordinator, Safety and Civil Defense Education
Erie, Pennsylvania, Public Schools

and Ivan J. Stehman
Chief, Highway Safety Education
State Department of Public Instruction
Harrisburg, Pennsylvania

WHAT does a safety supervisor do about falls? This question is probably a source of deep concern to every supervisor as he observes children at play in gymnasiums and on school grounds, dashing through streets and alleys going to school, skipping through corridors and flying up stairs, and crowding into auditorium seats and bleachers. How can their abrasions, bruises, broken teeth, sprains and fractures be stopped *before* the teacher, school nurse, and other school personnel must give emergency first aid to badly shaken up and injured children?

Every school should campaign against falls and fall hazards in order to save itself from pupil injuries, disruption of routine, group accident insurance claims and unregained losses of instruction time.

Campaigning against a particular type of accident which is predominant in any industrial, farm, home or school group has been found to be a very effective way to show measurable progress in accident prevention. The Mining Section of the National Safety Council has used the single-target accident campaign with marked success. Among mine-operating companies participating in a campaign against roof fall accidents in 1955, a 29 per cent reduction of such accidents rewarded both management and labor financially and personally by wiping out many painful and time-consuming injuries.

All schools in the United States working in an effective campaign to reduce falls, could, in the pattern of the Mining Section campaigners, make a significant contribution to the health and welfare of children, because authorities have indicated that falls are the leading cause of non-fatal injuries in the age group up to 14 years.

So school participation in the National Campaign for the Prevention of Falls is one long step toward the elimination of the multitude of problems school personnel have heaped upon them yearly by overwaxed floors, stairs without hand-rails, spilled liquids, inadequately coached and supervised recreation and many other remediable causes of falls.

This participation calls for a series of administrative and curricular steps put into effective action through the use of the most powerful instruments of communications. These steps must create in every pupil, teacher, administrator, and non-professional staff worker an attitude toward personal and group safety that will bring about a 50 per cent or larger reduction in the number of injuries and fatalities caused by falls. No less an accomplishment should be accepted as a goal by the school.

What are some basic steps that will move a school toward national recognition for its accomplishment in safety education for prevention of fatal and injurious falls? The following suggestions are general in scope and rather complete. All may be needed in some schools; only a part in many. But the action their careful consideration may engender can make injuries caused by falls negligible in your school's accident report summary.

I. Encourage and guide *organization.*
- Faculty, administrator, non-professional employee committee.
- Student planning and action committee.
- P.T.A., service club, church, newspaper editors, safety council and other organizations committee.
- Steering committee (action group), representing all groups involved.

II. Plan and initiate *action.*
- *Survey* statistical facts.
- *Inspect* plant and equipment.
- *Organize* curriculum planning.
- *Screen* and refine curriculum materials.
- *Create your own* type of campaign, assembly, poster, parade, recorded statement from officials, etc.
- *Vary* your approach.
- *Call* in experts from industry, farm organizations, homes.
- *Cement* friendships which insure group accomplishment.
- *Broadcast* your message in every way.

III. Let *everyone* know.
- Bulletin to parents.
- Bulletins to students.
- Store front and other displays and posters.
- Contests.
- Newspaper publicity.
- Radio and TV spots, forums, and speeches.
- Bumper cards, bus posters, etc.
- Speakers' bureau for civic and social meetings, theaters.

IV. *Evaluate* and publicize results.
- Determine the cause of the most effective action.
- Eliminate useless activity.
- Point out what the campaign might do in traffic safety education or other safety phases.

All this *is* a big order, but many leaders in safety education have many of these ideas fully incorporated in existing programs, and need no reminder about workable solutions in their own bailiwick. They can take effective action *at once* without much soul searching. We hope they will●

Purdue University Will Be Scene of Fourth Campus Safety Conference

The Purdue Memorial Union at Purdue University, West Lafayette, Indiana, will be the scene of the Fourth National Campus Safety Conference May 6-8. College safety representatives will meet at the Conference to discuss their programs and problems, hear safety experts and their own colleagues tell of recent research and new ideas in campus safety, student attitudes and personnel safety problems.

Those who wish to register for the Conference may take advantage of a special "early bird" registration fee of $17.50. This special fee will be offered until April 1, at which time the regular registration fee of $19.50 will be required. Registrants thus are urged to mail their reservations in early to Clayton P. DeMent, safety engineer, Purdue University, West Lafayette, Indiana, in order to take advantage of the early registration fee.

Speakers for the Conference will include Stanley Mate, of the National Rifle Association Training Section, who will deliver a talk on "A Rifle Skill and Safety Program for Colleges;" Professor Julian A. Fellows, University of Illinois, describing a survey of ramps at that school; Professor Orville Lascoe, Purdue University, who will speak on shop safety and conduct a tour of student shops at Purdue University. Other speakers will include John A. Ahearn, director of fire protection and safety engineer at the Illinois Institute of Technology, as well as dozens of other men well-known in college safety circles.

ANOTHER STEP IN NATIONAL RECOGNITION

for your school's job in safety is participation in the National Campaign for the Prevention of Falls. Send today for the National Safety Council's Check List for School Participation, a comprehensive outline of a good fall prevention program, including information on how your school can qualify for an Award for Cooperation in the falls campaign. Write the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill.

By James B. Miles
Teaching Fellow
North Texas State College
Denton, Texas

The School Principal and Accident Prevention

of thousands of similar tragedies that occur every year because people are not educated about chemical substances which, if misused, can be a dangerous threat to themselves and to those with whom they come in contact.

School principals not only can contribute to the safety of pupils in their adult life, but they can also protect them from injury while they are in school.

OF all the people in the United States devoting their careers to the prevention of accidents, there is no one who occupies as unique a position as the public school principal. Not only can he contribute effectively to the prevention of accidents in the present, he can contribute immeasurably to the development of those attitudes that are necessary for safe living in adult life.

One effective way the school principal can take advantage of his unique position is to make accident prevention a meaningful part of children's learning experiences. The possibilities of applications of safety in the curriculum are unlimited.

Learning experiences in the general science class could include the theories of electricity seeking ground, and the resulting invention of the electrode. A social studies class might consider agencies and societies devoted to accident prevention and show why they evolved.

Proper applications of safety in the curriculum can be very effective methods of instilling in children proper attitudes toward accident prevention. Safe attitudes will then develop naturally as a meaningful part of the pupils' learning experiences, not merely as something seen on posters and in safety slogans.

Recently there was a case in which a man fell asleep on his hotel bed while smoking. The bed caught fire, a bellhop ran into the room with a carbon tetrachloride fire extinguisher and extinguished the flames while the man was still in bed. The man survived his burns, but later died of carbon tetrachloride poisoning.

Does a story like this have a place in the general science class? This is only one example

In 1954, a feature article on vocational education appeared in a leading magazine. On the first page was a photograph of a small boy operating a metal lathe in a school shop class. He was completely engrossed in what he was doing, totally unaware that in a split second the baggy, long sleeve of his shirt could become entangled in the spinning chuck of the lathe, causing serious injury or death, and that also in a split second a metal chip could fly from the piece on which he was working and permanently blind one eye.

Thousands of occupational workers are killed every year, and many thousands more are permanently impaired as a result of occupational accidents. I wonder if this small boy operating the lathe, or if the thousands of other high school pupils operating similar pieces of equipment, have been made aware of these startling figures, of the danger of wearing loose clothing around moving machinery and failure to wear proper eye protection when operating lathes? How many principals and shop teachers are making the proper protective equipment available in the first place? Of those who are, how many are really seeing to it that the protective equipment is being worn?

Some individuals are educated in safe working habits and the need for protective equipment. Others are left to learn safe practices the hard way, at the cost of an eye or a hand.

The school of today that neglects the fostering of proper attitudes toward accident prevention is contributing to the deaths and disabling injuries of tomorrow. Those who ignore this are helping to defeat an important purpose for which schools are intended—to develop indi-

(Continued on page 39)

Does Your Community *Back the Attack* Against Traffic Accidents?

An Experiment in Education for Democratic Community Living

YEARS ago you could live safely just by practicing safe actions. Those days are gone. Today your house may be entirely free from fire hazards and your fire safety practices may be above reproach, but your house may catch fire because your neighbor lets his home catch fire. You may behave in an entirely safe manner in your school, but unless the people who designed the school and built it, the custodians who maintain it, and the other pupils, parents and teachers who use it act to insure your safety, you may be hurt.

This characteristic of life is called "inter-dependence." In no area does inter-dependence show itself more clearly than in traffic safety. This lesson will help you to find out what the people of your community, including your elected, appointed and civil service officials, are now doing for traffic safety. When you have the facts, you

Back-the-Attack Lesson Unit No. 1

Prepared by Vivian Weedon, Ph.D., Curriculum Consultant, School and College Division, National Safety Council, Chicago 11, Illinois.

will be able to determine what you can best do to make your community a safer place. You will know how to "Back the Attack" your officials are making on traffic accidents.

Who is responsible for traffic safety in your community? Before you read further, try to answer that question.

If you are like most people, you said either "Everybody" or "the police." Both answers are at least partially right.

Our great country is a democracy, and, in a democracy, "everybody" is responsible for everything. A democracy would not get very far, however, if it were not for "delegated" duties. When you "delegate" a duty, you give someone else the power to act for you. This is what we do when we elect a president of the United States. We "delegate" to him certain duties, and we delegate to him the "power" to perform them.

del'-e-gate

The same is true with the police department. Everybody in the community pays taxes. Certain persons are paid from these taxes to perform police duties. Let's think about what these police duties in traffic safety are.

fa-cil'-i-ta'-tion

Police Traffic Supervision

Traffic duties of police have two functions. One function is "facilitation" of traffic. "Facilitation" means "make easier." For example, in America we follow the "stay on the right" rule. Have you ever met someone in the hall who was walking on the left? Perhaps you stepped over to *your* left to let him pass about the time he remembered he was walking on the wrong side and he stepped over to his right. Even if you didn't bump, you wasted each other's time. The "stay on the right" rule makes walking in a crowd easier. How tangled up automobiles would get and how much time would be wasted if we didn't have a policeman, or a traffic signal light, or a rule so we all knew who should go first!

traf'-fic
sig'-nal light

The second traffic function of the police is safety. The policeman tries *to stop accidents before they happen.* Suppose a car was parked near the corner of a street. An automobile coming one way might not be able to see an automobile coming another way until it was too late to stop. Then there would be an accident. Or perhaps a car would be driving so fast that it would not be able to stop in time to avoid an accident. The policeman's duty is to prevent a driver from parking his car in an unsafe place and to stop the speeding driver. Can you think of other traffic safety duties of a policeman?

Much traffic safety helps traffic facilitation. Often it is not possible to tell just how much of what a policeman does is for the purpose of traffic facilitation and how much is for the purpose of traffic safety.

How do you suppose a policeman knows what rules to follow? Does he make up his own mind that a car is parked too near the corner or that another car is going too fast? No, there is a set of definite rules. These are called traffic "ordinances," (laws). It is the duty of the policeman to enforce these ordinances. (In this unit, we are referring to municipal police. State police will be discussed in a later unit.)

or'-di-nan-ces

Traffic Ordinances. We spoke about the "keep to the right" rule. Do you know the difference between a "rule" and a "law"? Can you tell which of the following are rules and which are laws? *Walk on the right side of the hall. Walk on the right side of a public sidewalk. Drive a bicycle on the right side of a roadway. Drive an automobile on the right side of the roadway.*

Could a policeman arrest a driver for speeding? For not stopping by a stop sign? For not stopping when the traffic signal light was red? What are some other times a policeman might arrest a driver, bicyclist or pedestrian?

Where does your community get its ordinances? Who decides that there should be a stop sign at this intersection, a traffic signal light at that intersection? Who says automobiles should travel no faster than so many miles an hour in different streets in your community?

If these laws provide most effectively for the safety in your community, they will be based on two factors. First, they will follow what is called "Model Traffic Ordinances." These are "rules" made out by a group of traffic law "experts." Second, these "Model" ordinances will then be used as a basis for writing ordinances for your own community. The recommendations of the traffic engineer aid in determining specific provisions of your community ordinances.

Traffic Engineering. A traffic engineer is much like a doctor. Instead of studying the health of the people, he studies the safety of traffic situations. He studies accident records, traffic counts and much other information to decide what "Safety Medicine" the community should have. The "medicine" might be in the terms of such traffic safety devices as: one-way streets, "no left turn" signs at certain intersections, installing traffic signal lights or *slow* and *stop* signs, or determining the "safe speed" for different parts of town. Like the work of traffic police, the work of the traffic engineer is both for traffic facilitation and safety.

en'-gi-neer'

Your community's "ordinance" might say something like: "When stop signs are erected . . . every driver of a vehicle . . . shall stop." These same ordinances give the city traffic engineer the power to erect stop signs where he believes them necessary. They give the policeman the right to arrest some one who does not stop.

Now let us suppose that a stop sign has been erected by the traffic engineer, a driver has failed to stop at the stop sign, and a policeman has arrested him. What happens next?

traf′-fic
ci-ta′-tion

Traffic Courts. When a policeman arrests a driver, he usually gives him a "traffic citation," or "ticket." This is an order to appear in court at a certain time. The driver, when he appears in court, may plead "guilty" or "not guilty." If the driver knows that he went through the stop sign and that the policeman was right in arresting him, he may plead "guilty." This is the same as saying, "The policeman was right. I was wrong. I should be punished." The punishment usually is in the form of paying a "fine," which is a sum of money.

If the driver believes what he did was right, he can plead "not guilty." Perhaps he thinks he did stop and the policeman didn't see him. Perhaps the stop sign was so covered with bushes that it was not possible for him to see it.

mag′-is-trate

Usually in the case of a traffic court, a judge, magistrate or other official "hears" the case. Sometimes both a judge and a jury hear the case. The court official acts very much like a referee in one of your games. He listens to all sides of the argument. Then, with all these facts, the official (or official and jury) decides whether or not the driver should be punished and, if so, what punishment should be.

So you see, important as the police are, without "everybody" to pay their salaries in the form of taxes, without traffic ordinances to tell them *what* to enforce, without traffic engineering to determine *where* traffic signs and signals should be placed and without traffic courts to fix punishment they could not be very helpful in making your community traffic safe.

ac′-ci-dent
rec′-ords

Accident records are very important to traffic engineering, ordinances, police supervision, and traffic courts. We shall see later that they have their place in school traffic safety education, public safety education and safety organization. They tell us how well we're doing through letting us find out how many deaths and injuries we have from traffic accidents.

Accident Records. A spelling test helps you find out what words you do not know how to spell so that you can learn how to spell these words. Accident records are the "test" of your community's traffic safety program.

Suppose many accidents are being reported at the intersection of two streets. Even though those accidents injure no one, they should be investigated by a competent accident investigator to find out what is wrong. A stop sign or a traffic signal light may be needed and could be put up in time to save a death.

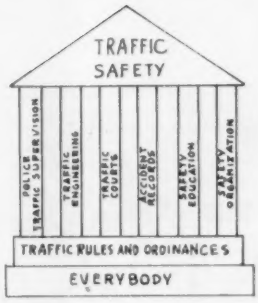
The accident records might show the need of education. If most of the bicyclists involved in the accidents had been riding on the left side of the road, the bicycle riders and their parents should be informed that bicycles should be ridden on the right side of the road. This would be a job for school traffic safety education and public safety education.

Again, suppose that one street, or one part of town, had many different types of accidents. This would tell the police that if they spent more time supervising or "patrolling" that street or that part of town, they could be more helpful in stopping traffic accidents.

Only accident records which are *used* will help in making your community safer.

In the beginning we asked who was responsible for traffic safety in your community. We said that many people answered this question by saying, "Everybody." In a democracy, that is a good answer. In regard to traffic safety, "Everybody" has two responsibilities. One of these responsibilities is personal. He needs to know how to act safely, and he needs to act that way. The other responsibility is social. He needs to be a "good" citizen in traffic safety. He should "Back-the-Attack" made on traffic accidents by his officials. This means he must be willing to pay taxes for good policemen, for traffic engineering, and for traffic signs, signals and markings. He should, when he is of age, vote for honest judges who will work for traffic safety. He should be willing to be punished if he has made a traffic mistake. He should see that the schools have sufficient money so that educators can plan a well-rounded curriculum covering all the needs of today's boys and girls. Even if he is not of voting age, he can make a contribution as a citizen by keeping himself informed and helping inform others. All citizens should know and obey traffic ordinances.

Three important elements in helping everybody do his part for traffic safety are "school traffic safety education," "public safety education," and "safety organization."



pa-trol′-ling

cur-ric′-u-lum

School Traffic Safety Education. In a democracy, education is very important. In all states and territories of the United States, education is by law both wise and compulsory. Children between certain ages must go to school. They may go to free public schools or, if their parents wish, they may go to private or parochial schools.

Education helps us understand the difference between problems which can be solved by majority wish and those which should be solved by expert opinion. Suppose you had a bad pain in your side. You wouldn't say to your friends, "I have a pain in my side. Should I have an operation for appendicitis?" Instead, you would go to a

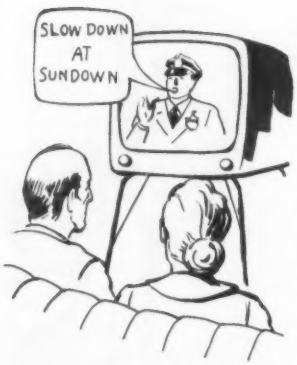
doctor. After examining you carefully, he would tell you whether or not you should be operated on.

Similarly, where a traffic signal light is to be placed is not a matter to be decided upon by the wish of the majority, but by the expert opinion of a traffic engineer. Majority opinion can say, "We want a safe community. We are willing to pay for it. We will follow the recommendations of the experts."

Traffic safety needs to be taught all through school. Even in nursery school, pupils have to know how to ride in their parents' cars safely. When they get a little older, they become pedestrians, they may ride on school busses; later, they ride bicycles and finally drive automobiles. Even when they go away to college, there are new things to learn about traffic in their new community.

Safety Organization. One very good tool of a democracy is "organization." An "organization" is "a group of persons united for some purpose." (*Thorndike-Barnhard Comprehensive Desk Dictionary.* Scott-Foresman and Co. 1956.) A safety organization, therefore, is "a group united for the purpose of making the community safer."

Each individual is important. But if all people who want their community to be safe get together and form an organization, they will make a much stronger force for safety than would the same number of people, each working independently. If everybody is to make a contribution to the traffic safety of his community, each of us should support his community's safety organization. In some communities, the safety organization is part of the official government. In others, it is voluntary. Some communities do not yet have a safety organization. If you live in one of those communities you might like to see if you can help get a safety organization started.



Public Safety Education. Today's world changes so rapidly that it is not possible to graduate from school and know everything that you will need. You have to go on learning. For example, if a new one-way street is to be opened, the people of the community will be much safer if they know about this before it happens. The citizens can read about the one-way street in the newspapers, hear it on the radio, on television, in their churches and club meetings. If the town needs more tax money in order to have more policemen, a traffic survey or traffic signals, the citizens can vote wisely only if they understand what is needed. Parents can do a better job of helping their teachers help their sons and daughters to live safely if they know more about traffic safety education and what the schools are teaching. All of this is public safety education.

What Is the Annual Inventory of Traffic Safety Activities?

in'-ven-to'-ry

Do you have physical examinations in your school? Does a dentist examine your teeth, a doctor listen to your heart, test your reflexes, your eyesight? If so, you know what a physical examination is, and you know that as a result of that examination, you're sometimes told to get glasses or go to a dentist, to lose or gain weight, or to do something else that will make you stronger and healthier.

The Annual Inventory of Traffic Safety Activities, administered by the National Safety Council, is just like a physical examination. Each of the eight factors of a good traffic safety program is analyzed, and recommendations are given. Suppose you have a good police force but do not have enough policemen to do the job as needed. The Inventory would show this fact. If the citizens want a safer city, they will have to be willing to pay more policemen.

Perhaps it's been too long since your traffic ordinances have been revised. If this is true, the Inventory will recommend that local ordinances be compared with model ordinances and brought up to date.

rec'-om-men-da'-tion

Inventory questions are based on the recommendations of the White House Conference on Highway Safety and advisory groups composed of technical experts in each field. The answers to the questions for your community are carefully examined by these experts with recommendations sent to your community.

Sometimes you are told after a physical examination that you should do something, and for some reason or other, you do not do it. Maybe you don't have enough money, or you just keep putting it off. Maybe you don't think it important.

That is true with the Inventory. Unless citizens know what the Inventory says and support their officials in putting the recommendations in practice, your city will not become traffic-wise. If citizens let their officials know that they "Back-the-Attack" on traffic accidents, your community will more likely be traffic-safe●

Some Questions on Your Own Community

1. Do you remember anything about traffic safety which you learned when you were in kindergarten? What have you learned about traffic safety since then in your schools?
2. Does your community have a safety organization? If so, what is its name? Is it an official or voluntary organization? Who belongs? What are the requirements for membership?
3. Have you read anything about traffic safety in your community in the newspapers? Heard anything over radio or seen it on TV? In Sunday School, at church, or at the temple? At any of your club or group meetings?
4. Does your community cooperate in the Annual Inventory of Traffic Safety Activities?
5. Does your community have a bicycle ordinance?
6. Do you elect your community's chief official (mayor, village president)? If so, did he include anything about traffic safety in his recent platform?

7. In what court are your traffic safety cases tried?
8. Are the traffic ordinances of your community based on the model on ordinances?
9. On a map of your community show the places where there are traffic signal lights, stop, slow and speed regulation signs, directional and railroad signs. Show also the one-way streets, and anything else you can think of that reflect traffic engineering. See if you can find out who made the decision to place these traffic safety helps where they are.

Some Questions on What You Have Just Read

1. Can you be sure of being safe in traffic unless other people are? What is this fact of the safety of one person being dependent upon the safe practices of another sometimes called?
2. Name eight important activities in making your community traffic safe.
3. Who pays the police?
4. What two types of functions do traffic police have?
5. What two types of functions do traffic engineers have?
6. Where does a policeman find out what rules he should enforce?
7. What are the legal rules in traffic for your community called?
8. Where can you find recommended ordinances?
9. Who should say where a traffic signal light should be placed—"everybody" or a "traffic engineer?"
10. When a driver is arrested for a traffic violation, who decides he should be punished? Who says he should not be punished?
11. What can a driver plead if he believes he was wrong?
12. What can a driver plead if he believes he was right?
13. What is a traffic fine?
14. What are accident records?
15. Why are accident records important?
16. What two things can you learn in school so you can help make your community safer?
17. Can people in a democracy use expert opinion?
18. Name some of the ways the public can be educated in traffic safety.
19. Why is a safety organization necessary?
20. What is the Annual Inventory of Traffic Safety Activities?
21. Why did our founders believe that free compulsory education was necessary in a democracy? Do you agree?
22. Why is education necessary in a democracy?

Word Study

Following is a list of words that were in the article you just read. Do you know what each one means? Your dictionary will help you find out. Ability, Analyzed, Accident records, Appointed, Attack, Characteristic, Citizens, Civil service, Community, Compulsory, Court, Curriculum, Delegated (delegates duties), Elected, Enforce, Engineer, Erect, Expert, Facilitation, Federal, Fine, Government, Guilty, Independently, Independence, Inventory, Hearers (a judge hears a case), Judges, Juries, Local, Magistrate, Majority, Not Guilty, Official, Ordinance, Organization, Outline, Patrolling, Pedestrians, Plead, Program, Recommendations, Responsibility, State, Support, Territories, Tool (of democracy), Citation, Court, Voluntary, Witness.

Note to the Teacher

This lesson is the first of a series leading to an understanding of traffic safety activities in one's own community. Unit-I constitutes an overview.

While the lesson can probably be best used in the junior and senior high levels, teachers at the lower levels can undoubtedly modify the information to plan special learning experiences for their pupils.

Perhaps in the younger years the best way to learn about democratic community living is to experience it with the classroom or the school serving as the community. Later, serious studies of the community can be made, leading to definite conclusions as to proper citizenship actions appropriate to the pupils and to the community.

Through concrete fact-finding experience with the community traffic safety program and their active place in that program, pupils can learn good citizenship practices which will be applicable in all areas.

These lessons are in experimental form. It is our hope that teachers all over the United States will use the lessons and report to us their findings. For directions as to how you can participate in this experiment, or for fuller teaching suggestions or both, write the editor.

Watch for Unit II, which will contain a more detailed treatment of traffic safety supervision, in the March issue of SAFETY EDUCATION.

A College Student Speaks . . .

Make Sure They *Understand* The Whys...

Administration Building
University of Maryland

THE college student is free to do much as he wishes. For the first time he is away from home and from the surveillance of his parents. He is acting on his own. Unless he understands the reason for a regulation, he is reluctant to obey it. The task of utmost importance in a college safety program is to reach the student so that, through understanding, he will act, drive, live and think safely.

How has the college reached the student in the area of safety? Is he a member of campus safety committees? Is the safety committee active? Are student accident reports kept? Are student accidents investigated? Are student housing units and classrooms inspected regularly? Do student housing unit officers explain fire and safety regulations? Is there a student accident prevention program? Where does the student fit into this picture of accidents on the college campus? Is the student at the bottom of the totem pole? Too often, the answer seems to be yes.

How then can the student be reached? In college departments where it's everybody's business to teach safety, there have been very few accidents. In the women's physical education department of a large Midwestern university, there were five reportable accidents in the past two years. None of these accidents was serious. On the same campus in the men's department, there were numerous accidents. The reason for the discrepancy: one department believed it is everybody's business to teach safety.

Many accidents occur in student living quarters. One reason for these accidents seems to be student misunderstandings of dormitory regulations. It may be obvious to a dormitory supervisor why a certain lamp should contain only a 60-watt bulb. But the student will think the bulb is placed there only to save electricity for the university, instead of preventing possible overheating of the electrical wiring.

Who explains safety rules and regulations to the student? Certainly the departments and divisions of the college directly concerned with safety should provide constructive information to the student on dormitory rules and regulations, campus parking and new construction projects on campus. All personnel working in the buildings and on the grounds of the college should make every effort to explain safety regulations to the student. It is especially necessary that a student know he is fined because of the possible fire hazard to the building, rather than that he is fined to pay for repairing a desk scarred by a cigarette burn.

As a student looking at safety on the campus I say give us the reasoning behind the regulation, let us explain our actions in disobeying the rules, and educate us in the rules and regulations that are made for our health and welfare●

By Rita Bergman
Women's Division
College of Physical Education, Recreation and Health
University of Maryland
College Park, Maryland

Child cyclists don't lead enchanted lives in the "Land of Enchantment," but, in Carlsbad, at least, they have few accidents. There, a three-pronged bike safety program is directed to children in school . . .

Above: City police give instructions on proper hand signals to students at assembly programs before driving tests take place.

. . . So They May Ride Safely

VERY few bicycle accidents occur in Carlsbad, a sunny city of 28,000 persons in the "Land of Enchantment," New Mexico. Even though the town has the usual high average of cars, students have maintained an excellent record in safe bicycle riding. One reason for this outstanding record is the bicycle testing program carried on in the schools with the cooperation of teachers, parents, local civic clubs and the city police department.

The School Safety Council first introduced the Bicycle Safety Plan. This council is made up of one bicycle representative from each of the 16 schools in the system, including both elementary and secondary units. After observing student riders around the schools and in the community, members of the Council recommended that some program aimed at better bicycle handling should be introduced. After considerable study, the group adopted a plan as follows:

- Bicycle safety emphasized by the classroom teacher.
- Bicycle assembly in each school.
- A bicycle driving test for each student regularly driving to school.

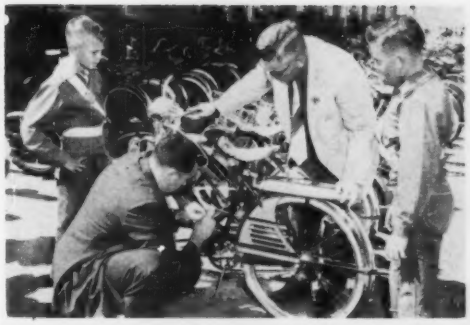
School safety representatives in special faculty meetings explained the need for improved bicycle practices to the teachers. A three-weeks period was set aside for teacher instruction in bike safety. Each teacher was asked to stress bicycle safety, using a booklet entitled, *Helpful Hints on Bicycle Care for Safer Riding,* as well as the 12 rules for safe bicycling as set forth in the Safety League Membership Card, in addition to the materials provided in the state elementary course of study prescribed by the New Mexico State Department of Education. (Quantities of both of these items were secured from the Bicycle Institute of America and distributed to students and teachers).

In order to qualify for the driving test, each student had to understand fully the 12 rules for safe bicycling as set forth on the bicycle permit. Students who met the requirements were then listed, and their names given to the building representative.

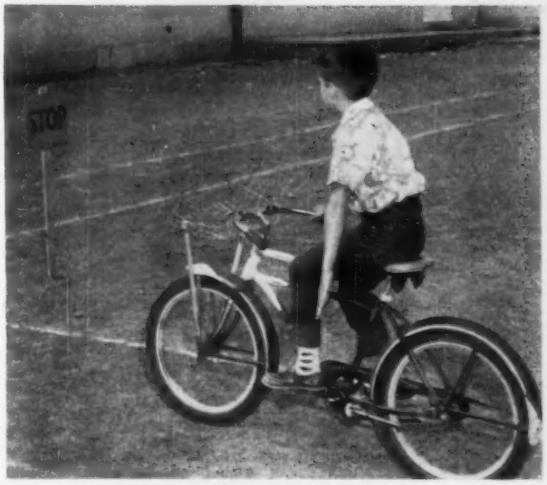
The bicycle assembly was conducted on the school grounds in a suitably marked area. The building safety representative was provided a substitute teacher the day of the test so that he could mark off the area properly and direct

Above: A city policeman demonstrates a proper left turn signal for a group of children before they take the test.

Right: Representatives of the local Junior Chamber of Commerce applied Scotch-lite to every bicycle before the test.



By Reid McCloskey
Director of Special Services
Carlsbad City Schools
Carlsbad, New Mexico



Above: A perfect stop signal is demonstrated by this boy as he approaches a stop sign set up for the test.

Below: This young lady is directed to the test course by one of the cooperating police officers.

the flow of students to and from the testing area.

The actual testing was directed by the city police juvenile officer and the school safety director. Prior to driving, bicycles were inspected and representatives of the local Junior Chamber of Commerce Scotch-lited® the front of each bicycle with white tape, the back of the bike with red tape.

All driving courses at the schools were made in an L shape, so that students would have to show that they could exercise proper control over their bikes, as well as give the proper stop, right and left turn signals.

To date, 1800 boys and girls have successfully completed the three phases of the bicycle safety program. Many more thousands have had the classroom phases of instruction and the benefits of the bicycle safety assemblies.

Carlsbad's bicycle safety plan has made a definite improvement in student bicycle riding courtesy, and the outstanding safety record shows that it has been highly satisfactory. It is inexpensive, yet it reaches all the students. Best of all, it affords an opportunity for all teachers to concentrate on this important part of the student safety program●

Build Your Own Traffic Board

Inspecting the home-made driver education device are, from left: Paul Burke, Baltimore Traffic Safety Commission; Mary Clapper, student; Newton G. Pavese, Department of Motor Vehicles, and author Philip Levin.

"Do-it-yourself" was this driver education teacher's motto as he put together his own training device . . .

By Philip Levin
Driver Education Instructor
Southern High School
Baltimore, Maryland

THE driver education Traffic Board is a teaching aid which is the result of studies of the country's most outstanding safety engineers —people who have devoted much time and energy in an effort to cut down the toll of highway accidents. It is one of the most effective methods ever devised for increasing the safety of automobile driving.

Comparatively simple in construction, the Traffic Board consists of a flat board, 30 by 40 inches by half an inch, holding model automobiles firmly to its surface. On one side of the board is laid out a typical set of city street intersections. By means of a magnet, model trucks, busses and cars may be placed on the board in every conceivable accident-inducing situation.

A Traffic Board costs from 25 to 100 dollars —quite a bit to invest in one piece of equipment! I decided to build one myself. First, I had to itemize the materials I thought would be needed. They were: a large, flat surface; paint; small automobile models; human figures and miniatures of traffic signals.

Locating the materials was the next problem. Basic foundation needed was a piece of sheet metal, flat, yet light-weight for transportability. An old metal sign should serve the purpose nicely, and I soon found myself at the local Coca Cola plant, where I obtained an old metal sign. The students and I sanded it free of rust and then bent the ends of the metal to give added strength.

While this was being done, the shop teacher and I looked for suitable-colored paints. We decided on green and white—green for background and white for thoroughfares. Masking tape marked out a thoroughfare, which we made five inches wide. With the aid of a spray gun, the picture was created on the old tin sign. A further masking tape job was necessary in order to hand paint the various types of center lines.

Now I hunted automotive equipment and accessories. With two small sons at home, getting the toy automobiles and toy pedestrians was no problem. The problem was to magnetize these automobiles so that they would adhere to the board and yet would be movable. Searching through catalogues of driver education aids, I found I could order, for one dollar, eight small magnets.

Next, we needed traffic signals. These I acquired from the Maryland Commission of Motor Vehicles. The traffic designs I cut out and taped into place on the board.

When the magnets arrived, the problem was to equip the toy autos with the magnets so that they could be moved about to form any traffic situation desired. Using a drill press, the sheet metal teacher drilled a half-inch hole in the toy cars, reamed the hole to the size of the magnets. It was simple to press-fit the magnet into the hole drilled. It protruded just enough to make contact with the board.

At last, for only one dollar and the cooperation of several people, Southern High School was added to the growing list of schools, highway departments, police departments, traffic courts and insurance companies that have found a Traffic Board practical in instructing driving personnel in the principles of safety●

safety education
data sheet number 77

Safety in Sports: *Basketball*

The Sport of Basketball

1. Basketball has more players than any other competitive sport in the world. It has been conservatively estimated that there are over one million high school players of the game, and about half that number are in college ranks. This estimate does not include the growing number of grade school athletes engaged in the game, nor the legion of municipal teams, church teams, Y teams, factory and business teams that criss-cross the nation.

2. Basketball was played in 75 countries before the war and enlisted the attention of approximately 20 million active participants throughout the world. The tremendous popularity of Dr. James Naismith's game is an undisputed fact. Containing all the basic play elements known to the active boy, and traditionally a non-contact game, it is nevertheless, a far tougher activity than many fans and parents realize.

(Continued on next page)

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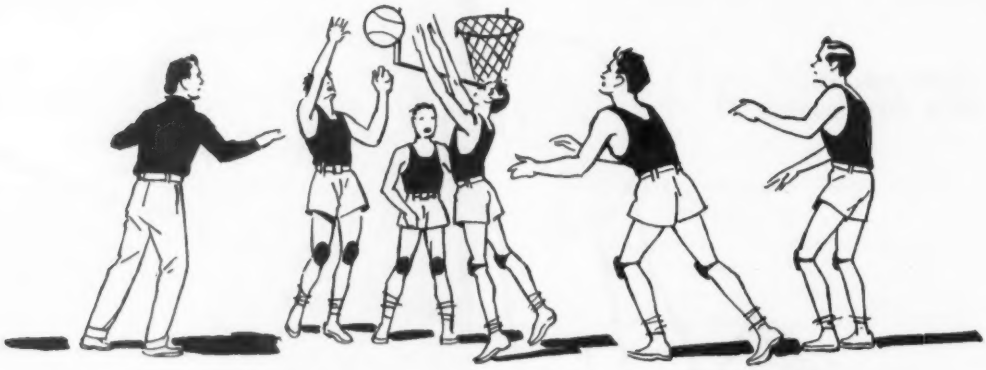

Safety in Sports: *Basketball* (Continued from page 19)

Statistics

3. Statistically, basketball is not as hazardous a sport as football, wrestling, lacrosse, soccer, boxing or touch football. In high school, tumbling and heavy apparatus work can be added to the list. Injuries in basketball occur in collisions with other players, being struck by play equipment, collision with extraneous objects, slipping on the floor, twisting an ankle or knee, unnecessary roughness, poor physical condition, improper personal equipment and tripping over play equipment. It is significant to note that the incidence of serious accident among basketball players has been the result of infection from relatively insignificant injuries that did not receive immediate post-game attention.

The Physical Plant

4. The suggested high school playing floor size of 84 by 50 feet, with six feet of clearance at the end lines and three feet clearance along the sidelines, is a minimum standard in new construction or when remodeling.

5. Gymnasiums with endlines that are close to the wall, with permanent bleachers, stair wells and permanent apparatus equipment should be checked for dangerous corners and protruding equipment. Such places should be adequately covered with plastic or canvas check-mats.

6. The lighting should satisfy the basic gymnasium specifications and be of equal intensity at all spots on the playing floor.

7. With large numbers of players in varsity and reserve squads, intramural teams and physical education classes, the rollaway bleacher is preferable to the permanent bleacher arrangement at floor level. The cross-courts thus made available and the large playing area thus exposed will lessen the chances of accident.

8. All wall attachments should be recessed.

9. Foot mats, for cleaning and drying the shoes, placed at the points of entry into the gymnasium, will help keep the playing floor clean and assure better footing for the players.

10. Loose gymnasium apparatus should be stored well out of the way before a practice or a game begins.

11. Construct racks for the basketballs not in use. In drill and scrimmage work, get the loose basketballs up off the floor and out of the way.

12. A telephone should be in the immediate area of the playing floor or locker room.

13. Backstop supports should be so arranged as to give plenty of room to the players beneath the basket. Supports directly to the wall behind the basket, or supports suspended from the overhead are preferable.

14. The timer and scorekeeping bench should be included as a part of the bleacher arrangement, not put in close proximity to the playing floor itself.

15. Observe the usual fire precautions that rule areas containing large numbers of people. The local fire department will gladly assist in setting up specific suggestions for safety in each situation.

16. Shower and locker room floors that afford traction even when wet indicate safety consciousness. Recessed handles, recessed soap dispensers, and an adequate number of shower heads to prevent crowding are essential to the planning of safe units.

17. When crosscourts are used, the wall should be padded for at least ten feet on both sides directly beneath the basket. If floor level folding bleachers are used, arrangements should be made to hang the checkmat in position.

18. Portable basketball courts need greater extension of free space beyond the playing court proper because of the step-off danger.

19. Door handles near play area should be recessed.

20. Doors should not open directly onto the play areas; and exits must open outward.
21. The gymnasium will be a safer place in which to play if the area is soundproofed. Poor acoustics result in reverberations which in turn cause confusion.
22. Floors must provide a resilient, non-slip surface.

General Administrative Precautions

23. Constant supervision of the squad by the coach is essential. Neither in the locker room nor on the floor should horseplay be permitted. If for any reason the coach should be called out, the team captain or someone responsible should be left in charge.
24. The first aid kit should be available to the coach on the floor. A complete line of supplies and a thorough knowledge of the correct administering of first aid is essential to safety.
25. The first aid room should be completely stocked with first aid equipment, and posters depicting what to do in case of common emergencies should be prominently displayed.
26. A doctor should be on call during practice sessions and present during contests.
27. Lockers and locker rooms should be so arranged as to permit frequent and easy cleaning. Floors should be disinfected daily.
28. Whether to tape and wrap ankles is a controversial subject. However, if a general rule is desired, ankle strengthening exercises should be made a part of regular warm-up and practice routine, and those with known weak ankles should have them wrapped before action.
29. A system of issuing clean towels, clean athletic supporters and clean socks will lessen chances of injury and infection to the participants. All boys should be issued a shirt of their own for practice.
30. A procedure should be standardized for a complete physical and dental checkup before the season opens, preferably by the family physician; again at the mid-point of the season; and after the season is over.
31. Keep a complete health record on each player.
32. Before the season opens, come to a complete understanding with the squad on the elements of the basic training rules. Since good physical condition is an absolute essential to the game of basketball, and in light of the fact that accidents are likely to happen most frequently when the player is in a state of partial fatigue, insist on the observance of those rules that will lead to top physical condition. Be sure parents also understand and agree to training rules.
33. After an illness or an accident, secure the doctor's and parents' permission before allowing the athlete to resume playing and practicing.
34. Check the physical condition of the players following each game. Players should take plenty of time in settling down to mental and physical normality following a game, and before proceeding home.
35. Inclement weather is the rule rather than the exception during the basketball season. Warm clothing, scarves, head covering and overshoes, when necessary, should be standard personal equipment to help ward off the illnesses that can easily afflict players inadequately clothed and fatigued after a hard game.
36. Excessive perspiration upsets the saline balance of the body and the brain. Following a hard workout, stabilize this balance by taking a salt tablet with a glass of water.
37. No boy with a record of heart abnormalities should be allowed to play the game.
38. Insurance to cover pupils involved in accidents is receiving increased attention in schools. It provides some protection to pupils for reimbursement of expenses incurred as a result of accidents. It does not, however, relieve teachers of personal liability.

Practice and Game Routine

39. The correct execution of the fundamentals of the game is a reliable safety measure. They should be properly performed and consistently practiced throughout the season.
40. Regular attendance at the practice sessions should be mandatory.
41. Conditioning drills should play a prominent part in early season planning. The workouts should be designed to promote players in condition to go the full length of the ball game at peak efficiency.
42. To lessen the chance of a crippling blister, especially in early season workouts, the soles of the feet should be painted with benzoin and then liberally powdered to reduce friction.
43. An inner sock of light cotton should be worn underneath the wool sock.
44. Shoes specifically designed for basketball are preferable to any other type. There should be about one-half inch at the tip for clearance on the sudden stops and pivots common to basketball. The shoe should feature a non-slip sole, and shock-absorber properties under the heel and the transverse arch of the foot. The shoe must afford adequate ventilation. The properly fitted shoe is the most important personal item of the basketball player.
45. Trunks should be equipped with light hip pads.

(Continued on next page)

Safety in Sports: *Basketball*

(Continued from page 21)

46. Safety lenses only should be used by players needing glasses. Ordinary lenses are hazards in the fast moving game of basketball. Glasses should be secured by tape or a rubber band. All jewelry should be removed when playing.
47. During hard practice sessions, especially in early season workouts, supply frequent rest periods. This maintains a higher level of alertness during the work itself, and lessens the fatigue factor as an accident possibility.
48. Individual towels for the players prevents passing disease germs among squad members. Discourage the one-towel habit.
49. Provide cool (about 50°F) drinking water from sanitary paper cups, if there is no fountain immediately available to the floor.
50. On trips, travel by buses in one unit, if possible. Use only qualified drivers. Everyone rides on the bus with no exceptions; both to the game and home after the game. Insist on proper personal conduct. (See *Safety Education Data Sheet—Number 11, School Buses,* and *Number 13, Passenger Safety in Public Carriers).*
51. The officials must be competent, familiar with the game and its rules, and be conscientious about the safety of the players in handling the play situations. Only registered officials should be used.
52. Insist and give adequate warm-up time before beginning the contest or practice session. About 20 or 30 minutes should be adequate.
53. Custodians should be present, or arrangements made to clean the floor between halves and before main and preliminary games.
54. No pop bottles should be allowed in the gymnasiums. Restrictions should be made to minimize dangers of other concession stand hazards.
55. All tape jobs should be inspected at half-time for tears or loosening up, and additional support provided if necessary.
56. The greatest single danger, statistically, is infection from untreated skin ruptures. All injuries, abrasions, and floor burns should be reported and treated immediately.

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Prepared for the National Safety Council by Donald A. Green, graduate student, University of Iowa, formerly coach, Cedar Falls High School, Cedar Falls, Iowa.

Safety Education Data Sheets available are:

(1) Bicycles
(2) Matches
(3) Firearms, Rev.
(4) Toys and Play Equipment
(5) Falls
(6) Cutting Implements
(7) Lifting, Carrying and Lowering
(8) Poisonous Plants
(9) Electric Equipment
(10) Pedestrian Safety
(11) School Buses—Administrative Problems (Rev.)
(12) Flammable Liquids in the Home
(13) Passenger Safety in Public Carriers
(14) Chemicals
(15) Hand Tools
(16) Nonelectric Household Equipment
(17) Sidewalk Vehicles
(18) Camping
(19) Alcohol and Traffic Accidents
(20) Cooking and Illuminating Gas
(21) Solid and Liquid Poisons
(22) Safety in the Gymnasium
(23) Laboratory Glassware
(24) Places of Public Assembly
(25) Fireworks and Blasting Caps
(26) Domestic Animals
(27) Swimming
(28) Small Craft
(29) Play Areas
(30) Winter Driving
(31) Night Driving
(32) Winter Sports
(33) Traffic Control Devices
(34) Safe Conduct in Electrical Storms
(35) Poisonous Reptiles
(36) Motor-Driven Cycles
(37) Animals in the Classroom
(38) Railroad Trespassing
(39) Bad Weather: Hazards, Precautions, Results
(40) School Parties
(41) Home Workshops
(42) Horseback Riding
(43) Hiking and Climbing
(44) Hook and Line Fishing
(45) Summer Jobs—Farm
(46) Safety in the Wood Shop
(47) School Fires
(48) Unauthorized Play Spaces
(49) Bathroom Hazards
(50) Safety in the General Metals Shop
(51) Safety in Pupil Excursions
(52) Highway Driving, Rules, Precautions
(53) Safety in the Machine Shop
(54) Summer Jobs: laborers, home yard, service-stations
(55) Motor Vehicle SPEED
(56) Welding and Cutting Safely
(57) Safety in the Auto Shop
(58) Winter Walking
(59) Safety in the High School Chemistry Laboratory
(60) Safety in the Farm Mechanics Shop
(61) Floors in the Home
(62) Hazards of Discarded Iceboxes and Refrigerators
(63) School Bus Safety: Educating Pupil Passengers
(64) Safety in the Graphic Arts Shop
(65) Safety in Part-Time Jobs: Food Handling
(66) Baby Sitting
(67) School Dramatic Productions
(68) Safety in "Do-It-Yourself"
(69) Playground Apparatus
(70) Safety with Kites and Model Airplanes
(71) Safety in Sports: Baseball
(72) Safety in Sports: Football
(73) School Bus Safety: Operating Practices
(74) Playground Surfacing
(75) Safety in Sports: General Practices
(76) Safety in Bad Weather Conditions
(77) Safety in Sports: Basketball

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Standing at the network microphones, she'd loudly promise her audience: "Don't worry, I'm not going to sing."

Yet, every Christmas Eve, she did sing. And millions of homes hushed to listen. For *Stille Nacht, Heilige Nacht* does not demand a big voice. Rather, a big heart.

And Ernestine Schumann-Heink had always had that. From the beginning, when she threw away her budding career for love, only to wind up deserted with her four children. Through World War I, when she sang to sell Liberty Bonds while she had sons fighting—on both sides. Right up to the end of her turbulent life, she stayed warm, generous and brave.

Naturally her adopted country loved her. Because Americans admire heart, and as the little stories in every daily paper show, they have plenty of it. That's one of the vital reasons why America is strong and why her Savings Bonds are a tremendous guarantee of security.

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Don't let this happen

Views AND REVIEWS

New Books and Pamphlets

***The Michigan Driver Education Manual*, Bulletin No. 360, published by The Department of Public Instruction, Lansing, Michigan, Clair L. Taylor, Superintendent. 1956. 85 pages.**

This newly published manual is the official manual that complements Michigan's new driver education law, effective February 1, 1957. This publication is the result of cooperative efforts of many individuals, organizations and agencies interested in safety education.

The foreword by Dr. Taylor includes a statement on the three features unique to Michigan's law. They are:

- Beginning February 1, 1957, no person under the age of 18 should be licensed to drive on Michigan highways unless he has passed an approved course in driver education.
- Driver education will be made available to every person under the age of 18 without tuition or fees. This includes all public, private, parochial and out-of-school youth.
- Every holder of a Michigan driver's license will contribute to the cost of teaching young people to drive safely.

A statement of the philosophy of the state program, a duplicate of the official certificate issued to students, and a photograph of a controlled area for operating a multiple car program form the cover. The bulletin is paperbound.

Provisions of the Michigan Driver Education Law and the Official Rules governing it precede Chapter One, which concerns itself with organizing and administering local driver education programs. Types of programs, grade placement, how to obtain cars and appropriate records and reports to keep are emphasized. A formula for determining the amount of time needed to train a given number of students should be a great asset to administrators.

Chapter Two provides teachers with assistance in instructional planning. The primary goal of changing driving behavior underlies the material presented. Criteria for selecting, planning and carrying out desirable learning experiences is followed with suggested curriculum content for driver education.

Chapter Three presents the role of higher education in the total scope of driver education. Teacher qualifications, preparation and certification are discussed. The responsibilities of higher education in these matters are further reviewed.

Chapter Four illustrates practical, day in and day out driving situations labeled, "Unwritten Rules of the Road." The situational material is organized so it can be used in an opaque projector for instructional purposes. The chapter concludes with a discussion of the eight principal causes of traffic accidents in Michigan.

Chapter Five, concerned with general safety education, points up the view that driver education is one of several important phases of a total school safety program. Safety education related to bicycles, scooters, motorcycles, school buses, pedestrians and safety patrols offers material that points directly to the inter-relationship of driver education. Further presentation of safety practices in the home, on the farm, in the schools and in recreational activities concludes this chapter.

A wealth of up-to-date references in the bibliography should prove beneficial in developing a professional library as well as securing publications and audio-visual materials for student and classroom use.

The written material of this bulletin is interspersed with catchy safety slogans, pictures of very old and very new automobiles with captions related to driver education.

This publication should prove of great value to those interested in Michigan's driver education law, in state programming and in local development of the driver education phase of safety education.

Malcolm D. Whale
Bob R. Sternberg
Driver Education Consultants
Michigan Dept. of Public Instruction

***Handbook of Safety Regulations*, The Board of Education, City of Detroit, 1956.**

This handbook of safety regulations sets down in concise yet complete detail the many safety regulations needed in a large school system. Moreover, it is carefully indexed and made looseleaf to permit easy distribution in sections.

The present edition consists of much new material and some material taken from the second edition, compiled by the late Gordon C.

(Continued on page 35)

FEBRUARY 1957

Lower Elementary

safety lesson

Sketch S-0871-A

Handling Your Pet

Mark X on the pictures which show kinder treatment to your pets. Fill in the missing blanks with one of the following words: Not, Kind, Tease, Fair.

(1)

Do not _____ your pets while they are eating, or at any time.

(2)

Be _____ to your pets.

(3)

Do _____ take food away from your pet.

(4)

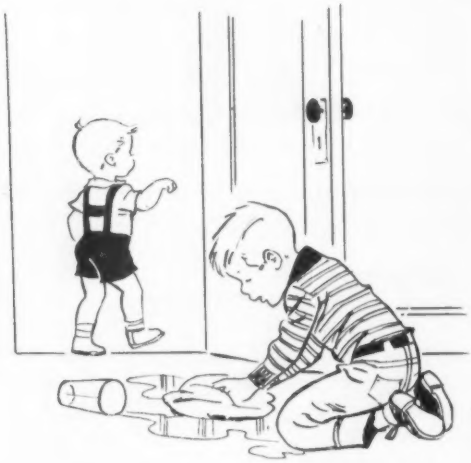
Play _____ with your pet.

Answers: X should be marked on pictures 2 and 4. Blanks should be filled with following words: 1. Tease; 2. Kind; 3. Not; 4. Fair.

Prepared by Miss Ruth Jewell, State Music Consultant, State Department of Public Instruction, Raleigh, North Carolina. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities. Printed in the U.S.A.

Watch Those Falls

Mark X on the pictures which show the correct thing to do. Give reasons for your answers.



1. I will mop this milk up, even if I did not spill it. This may keep someone from falling.

2. I will straighten out this rug. Someone coming in may not notice it. They might trip and fall.

3. Bring another box. Then we can reach the cookies.

4. Let's get this snow real slick. It will make a good place to skate.

Sketch S-0871-A

Upper Elementary

safety lesson

Safety at Home

Select a sentence that fits each picture the best and put the number of it in the blank below the picture. Make some additional safety rules about the pictures you see below.

1. Turning on the light while you have one hand in the water is dangerous because water is a good conductor of electricity.
2. Putting the scissors back in its case when you are finished with it won't cause anyone else to get cut from its exposed blades.
3. John immediately wiped the spilled milk off of the floor so that no one would slip on it and fall.
4. Children should stay away from the medicine cabinet because they might remove a bottle that contains something that will hurt them.
5. A ball is much safer for a child to play with than a silver spoon. The spoon is a conductor of electricity.
6. When helping Mother wash the clothes, fingers should be kept well away from the bars of the wringer.

A._____

B._____

C._____

D._____

E._____

F._____

Answers: A. 3; B. 5; C. 4; D. 1; E. 6; F. 2.

Prepared by Miss Ruth Jewell, State Music Consultant, State Department of Public Instruction, Raleigh, North Carolina. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities. Printed in the U.S.A.

Domestic Animals

Here is a story about two children who met a strange dog as they walked home from school one day. Cross out all the sentences that show either one of them doing the wrong thing. Give reasons for crossing out the sentences you think are wrong. Read the story through when you have finished, leaving out all the sentences you have crossed out.

(1) Jim and Betty hurried as they turned the corner near their homes. (2) They were happy to get home from school that day. (3) Suddenly, a big, brown dog which they had never seen before came along the sidewalk towards them.

(4) Betty became frightened and started to run away.

(5) "Don't run! He won't hurt you!" called Jim. (6) He leaned over and began to pat the dog on the head, but the dog growled at him. (7) Jimmy was afraid the dog would bite him so he turned his back on the dog.

(8) Betty, who was standing behind Jim, happened to remember that she was carrying a pencil box in her hand. (9) She stuffed it into the pocket of her coat. (10) When she saw the dog was unfriendly, she stood there with her feet together and her hands on her chest. (11) Then she stepped slowly backward away from him, pausing at each step.

(12) Just then a man opened the door of a house and called to the dog. (13) Betty and Jim were glad when the dog ran towards the man, who let him into the house.

(14) They went on walking toward home, and saw Jim's dog, Sparks, chewing on a bone in the front yard.

(15) "I'm going to surprise Sparks by walking up behind him and yelling at him!" said Betty.

(16) The dog saw them and bounded up to them with ears flopping. (17) Jim went down on his knees and played happily with Sparks for a minute. (18) He felt good to have such a friendly dog. (19) Betty held out her hand, with the palm turned up, for Sparks to sniff before she started to play with him. (20) Sparks decided Betty was friendly, and the three of them began to play together.

(21) Soon Betty's mother called them into the house for some milk and cookies. The two children and Sparks went happily into the house.

Answers: Wrong sentences are nos. 4, 6, 7 and 15.

Some Things To Do

A. Dramatize what to do if a dog starts toward you in an unfriendly manner.

B. Show what to do when you are feeding a dog.

C. Act out what you should do when you meet a strange dog.

D. Draw some posters showing ways to play fair with your pets.

Junior High School

SAFETY LESSON

Sketch 0872-A

Home Safety

When people are facing a dangerous situation they often say, "I wish I were safe at home." The National Safety Council also wishes that people were "safe at home." The sad fact is that they aren't. People may be at home—but not safe. In 1955, 28,000 people were killed and 4,200,000 people were injured in home accidents. They were killed or injured through such foolish actions as shown in the poster picture above. How many times have you used a makeshift ladder to fix something? Of the 28,000 people killed in 1955 through home accidents, 14,000 were killed by falls.

What can be done to make the *number* of home accidents fall rather than *people*?

Know the Danger Areas

Test your present knowledge of home safety by listing at least five safety measures for each of the following. An example is shown below:

Example: Cutting Grass With a Power Mower

1. Clear the lawn of stones, bones, and other trash.
2. Be sure no pets or small children are around.
3. Always wear heavy shoes in case mower throws a piece of trash toward your feet.
4. Don't cut grass when it's wet.
5. Always raise lawn mower, for passing over or around objects, by pulling down on the handle—not by putting your hand under the mower.

I. *Stairways and Rugs*

1. _____
2. _____
3. _____
4. _____
5. _____

II. *House Electricity*

1. _____
2. _____
3. _____
4. _____
5. _____

III. *House Heaters, Furnaces, Chimneys and Fireplaces*

1. _____
2. _____
3. _____
4. _____
5. _____

IV. *Home Workshops*

1. _____
2. _____
3. _____
4. _____
5. _____

V. *Baby Sitting*

1. _____
2. _____
3. _____
4. _____
5. _____

Answers: Know the Danger Areas

I—In dark areas, paint a white strip on outer edge of treads; keep stairways clear of toys and trash; keep stairs well lighted and provide a good railing; use rugs with non-skid backs; don't carry a load that hinders your vision when you use stairs. II—Don't plug in electrical appliances when your hands are wet; don't substitute a penny for a fuse; don't use multiple sockets; always unplug radio or TV when cleaning behind them; don't use appliances that have frayed cords. III—Keep chimney clean; don't place heater near flammable structures; make sure all furnace ashes are put in a place where live coals can't start a fire; keep a screen in front of the fireplace; don't store flammable liquids near the furnace. IV—Always unplug an electrical hand tool when adjusting it; keep workshop area clear and clean of dirt and trash; put all tools away when through; use machine safeguards; don't use tools for wrong purposes—such as a screwdriver for a chisel. V—Know where parents can be reached; don't let baby out of sight; know emergency numbers—family doctor, fire and police depts.; keep radio and TV toned down; keep baby away from open windows and stairs; don't let baby have objects small enough to swallow.

Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, University of Florida, Gainesville, Florida. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities. Printed in the U.S.A.

Don't Get in the Picture

In the four photographs below, at least two safety violations are in evidence in each picture.

1. List the violations in the spaces provided.
2. Write a short one or two page story about one of the pictures. Things you might include are:

A. Events leading up to the fall.

B. Things causing the fall.

C. Resulting injuries (study the pictures carefully for this).

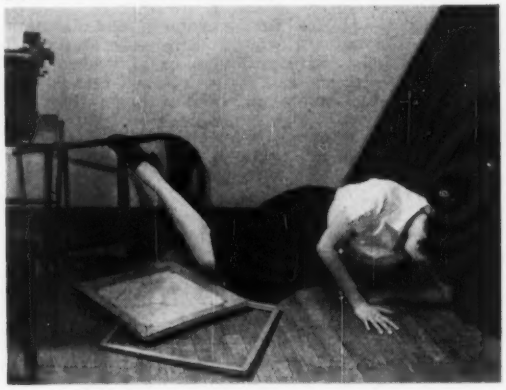
D. Cost of medical bills.

I

1. _____

2. _____

II



1. _____

2. _____

III

1. _____

2. _____

IV

FEBRUARY 1957

Senior High School

SAFETY LESSON

Sketch 0872-A

HOME SAFETY

Do You Know the Facts?

The girl in the poster picture is doing a foolish thing. She is gambling a lifetime of injury against saving a few minutes time by not getting a proper ladder. Does the foregoing statement sound a bit strong to you? Think again! Here are the cold facts about home accidents.

People Killed in Home Accidents in One Year—1955

Falls	14,000
Fire and Related Causes	5,400
Mechanical Suffocation	1,200
Poisons, solid or liquid	1,050
Poisonous Gas	800
Firearms	1,100
Other Home Accidents	4,450
Total Killed	

Now does the seriousness of home accidents "add up"? In addition to the number of people killed, there were 4,200,000 injured in home accidents during the same year. These are the facts —not opinions. What do *you* know as an individual about *prevention* of home accidents? Is *your* home a place where accidents are likely to happen?

What Are *Your* Family's Chances?

Directions: Listed below are some incomplete statements about home conditions. Complete the statements with information about *your* house. Do *not* complete the statement as you know it should be, but *as it is* in your house.

1. We collect fireplace and furnace ashes in a _____
2. All our firearms and ammunition are stored in _____
3. In order to fix a curtain or anything in the house that requires elevation, we always use _____
4. The ladder that we use for outside work is in _____ condition.
5. We store all medicines in _____ with _____ labels on the bottles.
6. We place all insect poisons and other liquids that are poisonous _____
7. We check carefully all outside and cellar stairs every _____
8. Instead of leaving toys, bats, balls, etc. scattered around on the floor, we _____
9. All our knives and sharp tools are kept in a _____ out of the reach of _____
10. The treads of our outside and cellar stairs are painted with a _____ stripe on the outer edge.
11. We have the telephone numbers of the _____ _____ and _____ and _____ departments prominently placed by the phone.
12. The location of the various shutoffs and master switches for _____, _____, and _____ are known by all members of our family.

Answers: Family's Chances: 1—metal container; 2—a locked cabinet; 3—a step ladder; 4—good; 5—a medicine cabinet—clear; 6—where children can't reach them; 7—six months; 8—put them in proper places; 9—closed drawer or cabinet—children; 10—white; 11—doctor, police, fire; 12—water, gas, electricity.

Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, University of Florida, Gainesville, Florida. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities. Printed in the U.S.A.

Survey the Scene

Appoint a class committee to tally the number of home dangers as indicated on the foregoing test. Make a summary of your findings. Release the news to the school or town newspaper. Point out the following in your news release:

1. The test had only twelve questions—it was by no means exhaustive.
2. Multiply the number of students taking the test times 12 (the number of questions). Figure the percentage of dangerous situations out of the total possible number.
3. Start interest in projects on home safety by all concerned—students, parents, and teachers.

Projects

1. Develop a list of various danger areas in homes—bathroom, stairway, kitchen, etc.—with a list of rules for each area.

2. Prepare a poster showing the various stages of healing a broken limb. Using, for an example, a broken arm resulting from an action similar to the one in the poster picture, show the various stages and cost for each. Include ambulance, X-rays, hospital fees, loss of wages (if any), etc. Then compare the total cost with the cost for a step ladder. Hang the poster in a prominent place.

3. Ask your homemaking teacher to secure permission for the use of two homes to illustrate safe and unsafe practices. Have a four-member team prepare each home. Divide the rest of the class into six-member teams to:

   A. Locate all the safety violations in the "unsafe" home.

   B. Try to find any safety violation in the "safe" home.

Restrict your areas to one or two rooms in each house. Discuss your findings.

Study the Picture

In the photograph below there are at least five dangerous things that might happen. They exist because at least two safety precautions were violated. List the dangers and the violations in the spaces provided. Discuss the scene.

VIOLATIONS

1. _____ 2. _____

DANGERS

1. _____ 2. _____

3. _____ 4. _____

5. _____

Views AND REVIEWS

• • • SAFETY TEACHING AIDS

(Continued from page 26)

Graham. It is in Mr. Graham's memory that the 1956 edition is dedicated. Copies of the handbook are available in limited supply from Ronald D. Patterson, supervisor of safety education, and should be useful to all supervisors of safety education.

***Course of Study in Health and Safety for Senior High Schools*, Cincinnati Public Schools, 1956. W. K. Streit, General Chairman, Health and Safety Curriculum Committees.**

The complete course outline developed over a period of the past seven years by faculty committees in the Cincinnati public schools provides for a course for grades 10 and 12 in health and safety instruction to be given as a part of a two-and-a-half period per week course. Except for first aid, driver education, and driver training, it does not emphasize safety per se. Emphasis in other phases of safety such as safety in the home, safety as a part of modern living in an industrial society, and other aspects of safety are left to co-curricular programs in the Cincinnati schools.

The publication seems especially complete and carefully done throughout and deserves the attention of health educators everywhere.

***Willie the Safety Rabbit*, by W. C. Yeager, safety education supervisor, Public Schools, principal of Whittier School, Sioux City, Iowa. Second printing. Quantity prices may be obtained direct from the author at 3800 Garretson Ave., Sioux City, Iowa.**

Thirteen stories of a small rabbit growing up in his lilac bush home, with a subtle safety slant. Willie learns safety habits first from his mother, then from his own experience and observation. Safety areas studied include traffic, bicycle and fire safety, and telling mother where you are going when you leave the house. Included are one chapter on good eating habits, one chapter on the story of Easter eggs and the Easter Rabbit. Light reading, amusing, directed to elementary aged children, to be read to, or by, them.

Each chapter ends with an eminently recitable jingle, most of these jingles on safety, which the author suggests the class memorize if they wish to learn safety rules.

***Quit Your Skiddin'!*, Committee on Winter Driving Hazards, National Safety Council, 425 No. Michigan Ave., Chicago 11, Illinois. Prices: One**

(Continued on page 40)

BULL

Unlike other public school classrooms, the Springfield, Missouri school system's "Television Classroom" operates 52 weeks per year. In this session of the popular telecast, a student safety council from Robberson Elementary School is shown discussing bicycle safety. Demonstrations of bicycle riding skills, maintenance and rules of the road were included in the presentation. The bicycle safety program was one in a series of safety shows included in the "Television Classroom" series during the summer of 1956.

well-learned lesson on fire . . .

A well-learned lesson in fire safety proved a life-saver for a second-grade child in Baltimore, Maryland. Mrs. Lillian Royston, a teacher in School No. 56, received the following letter from a parent and reported it to the *Staff Newsletter* of the Baltimore Public Schools:

"Last Thursday evening, our oil stove blew up and the floor caught on fire. I, of course, was very upset and excited, but Rebecca took her three smaller sisters down to the front door until the fire was out and the firemen had gone."

The letter continued: "Our fire was not too serious, but had it not been for Rebecca's training with fire drills at school and her quick thinking, it could have cost the lives of three children."

Carol Lane nominations open . . .

Nominations are now open for the 1957 Carol Lane awards. The awards are presented to encourage individual women and organized women's groups to promote traffic safety programs in their communities.

The awards are administered by the National Safety Council through a grant from the Shell Oil Company. They are named for Carol Lane, women's travel director of Shell. The first three winners in both the individual and club categories receive a bronze sculpture and $1,000, $500 and $250 savings bonds, plus trips to Chicago for the National Safety Congress in October.

The contest has been responsible for a great deal of feminine initiative towards traffic accident prevention. This year's six winners were responsible for the institution of driver education courses in eleven Southern high schools; vehicle test programs in nine Iowa communities; street paving around an elementary school in a new Detroit development; a chemical test law plus an appropriation for driver education teachers in an eastern state; the alerting of an entire Mississippi county to traffic accident prevention through a contest, an accident survey, skills and attitude tests and the participation of 4-H clubs; and, in a Southern city, the formation of a Women's Safety Council representing all women's organizations in the city.

If there is a woman in your community who has spear-headed a drive to improve the traffic situation in some way, her name should be entered in the Carol Lane Awards competition. Deadline for all entries is midnight, June 15, 1957. Entries should be mailed to (or additional information obtained from) Miss Alice Mills, Director of Women's Activities, National Safety Council, 425 No. Michigan Ave., Chicago 11, Illinois.

Brotherhood Week to be observed . . .

Brotherhood Week, nation-wide observance sponsored by the National Conference of Christians and Jews, will be observed this year during the week of February 17 to 24.

Purposes of the observance, as outlined by the National Conference, are: rededication to the basic ideals of respect for individuals and peoples, practical steps which people can take to promote an understanding and realization of these ideals, and the enlistment of contributing members in year-round activities to build brotherhood everywhere.

Suggested programs and activities for schools to carry on during Brotherhood Week, recommended by the National Conference, include: assembly programs, youth conferences, plays, school social study projects, speeches by civic leaders.

SAFETY ACTIVITIES OF U. S. YOUTH

Since training in good human relationships is a necessity in life, the observance of Brotherhood Week would seem a "natural" for schools. Brotherhood and safe attitudes towards others as well as oneself are closely inter-related; an understanding, sympathetic attitude towards one's fellow man is one of the foundations of good safety habits. A combined program of Brotherhood Week observance and some aspect of safety in which brotherhood plays a particularly important part may be a suggestion for your school program. If you *do* bring safety into your Brotherhood Week observance, SAFETY EDUCATION Magazine would like to hear about it. Write to the Editor, SAFETY EDUCATION Magazine, National Safety Council, 425 No. Michigan Ave., Chicago 11, Illinois.

youth confers over safety . . .

Though many U. S. communities are holding their first or second annual youth safety conferences, the public and parochial high schools of Greater Cincinnati, Ohio, met in their *eleventh* annual High School Safety Institute last November 17. Approximately 600 high school pupil delegates attended the meeting, which was held all day on a Saturday.

The group met at a general session at 9:15 a.m., split into four assemblies on fire, recreation, traffic and home safety for discussion and learning at 9:30 a.m. At 10:30 a.m., discussion groups took over on the same four topics in safety; for ease of handling the large crowd of boys and girls and to give more opportunity for everyone to participate, each discussion group was split into several sections meeting in different rooms in Cincinnati's Central High School.

Adults who weren't directly assigned to student groups had a session of their own away from those of the teen-agers, entitled "Safety Is A Family Affair."

The second general session, in the afternoon, featured talks by Paul Jones, director of public information for the National Safety Council, on safety and safe attitudes, and by Kenneth R. Miller, president, Ohio Mechanics Institute, on "Careers in Safety."

An Award of Merit for the film, "You're In Charge," produced by the National Safety Council during 1956 was presented to Lowell Fisher, right, Vice President for Schools and Colleges, during the meeting of the School and College Conference before the last National Safety Congress. Shown as he presented the award is L. W. Hagerup, representative to the National Committee on Films for Safety from the National Association of Mutual Casualty Companies.

safety conference dates set . . .

May 15 and 16 are the dates set for the Ninth Annual Oklahoma Safety Conference. The meeting will be held at the Skirvin Hotel, Oklahoma City.

Bob Eastman, manager of the Oklahoma Safety Council, 1600 Northwest 23rd, Oklahoma City 6, will be the Conference director.

organized athletics statement reprinted . . .

The official policy statement of the American Academy of Pediatrics on organized competitive sports for children 12 years of age and under, which appeared in the October, 1956, issue of SAFETY EDUCATION Magazine, has been reprinted by the Academy.

(Continued on page 39)

City patrol guard Mrs. E. Stanton, stationed at Ogden School, chats with Mrs. Elkow and Ogden students.

A Visit to Ogden School

IT was a balmy October Tuesday afternoon during the National Safety Congress. There were no School and College meetings scheduled, and delegates were invited to participate in any of three tours to Chicago schools or the Argonne National Laboratory.

An enthusiastic group of educators arrived at Chicago's Ogden School just as children were returning to afternoon classes. Located on the heavily populated Near North Side of Chicago, Ogden School has special problems in teaching safety because of the varied language backgrounds of its children.

Pictures were taken for SAFETY EDUCATION Magazine by Professor J. Duke Elkow, Department of Health and Physical Education, Brooklyn College, and Mrs. Elkow.

Children of many nationalities get along in harmony at Ogden, create problems education-wise as many are newcomers to the United States, can't yet speak English very well. The school, located in an area of heavy traffic near downtown Chicago, has a real safety problem. A continuing, active traffic safety program makes use of adult crossing guards and safety patrols to protect the children.

J. Duke Elkow, right, and other delegates chat as they reviewed safety patrol operations outside the school.

Principal Ellen Gonnelly, left, greets a few of the Congress delegates as they entered Ogden School to look over safety program there.

School patrols have their problems on busy streets around the school. They are shown here with some of the delegates who watched them work.

Safety Activities of U. S. Youth

(Continued from page 37)

Anyone who wishes copies of the statement may write to the Academy at 1801 Hinman, Evanston, Illinois.

Association pushes bicycle safety . . .

According to figures of the Association of Casualty and Surety Companies, three out of every four American youngsters between the ages of six and 15 ride a bicycle.

To protect these youthful users of our streets and highways, the Association has announced completion of a model plan for the organization and operation of a bicycle safety program on a community level. According to Thomas N. Boate, manager of the Association's Accident Prevention Department, the program provides for the proper education, training and testing of bicycle riders and the inspection of bicycles to detect unsafe conditions.

The plan is explained in a booklet entitled *A Community Bicycle Safety Program.* After describing how such a program can be established and maintained, the booklet explains the roles played by city legislators, traffic engineers, police, schools, students, parent groups, civic and business organizations, public information media and others. It also gives information on testing, registering, and licensing cycles and cyclists and reprints in full the model bicycle ordinance suggested for municipal use by the National Committee on Uniform Traffic Laws and Ordinances.

Bicycle safety programs "not only reduce bicycle accidents and control the problem of lost or stolen bicycles, but they also help develop constructive attitudes in youngsters which will make them better automobile drivers later on," said Mr. Boate.

The booklet is not available in quantity, but single copies may be obtained at no cost for use in establishing community programs. Requests should be addressed to the Accident Prevention Department, Association of Casualty and Surety Companies, 60 John Street, New York 38, N. Y.

fire safety units planned . . .

A new, expanded program on fire prevention and safety for elementary schools is being planned by the Hartford Fire Insurance Company. The company will sponsor two teaching units this year geared to the third grade level, will follow them with material for fourth and fifth grades later.

The program is being planned as an adjunct to Hartford's Junior Fire Marshal program in which, according to the company, approximately two million children participated last year.

The Principal and Accident Prevention

(Continued from page 6)

viduals in such a way that they may be of maximum benefit to themselves and to society.

Both elementary and secondary school principals should accept as a moral responsibility the development of those attitudes toward safety which will prevent individuals from committing unsafe acts or permitting unsafe conditions to exist. The school principal can contribute immeasurable to the country's accident prevention movement if he will:

- insure that the school plant and facilities are inspected periodically by a safety engineer or by any engineer concerned with accident prevention;
- make accident prevention a meaningful part of the pupils' learning experiences in the school curriculum, and
- provide the kind of leadership that will prevent the aforementioned from becoming merely lip service●

to nine copies, 20 cents each; 10 to 99 copies, 12 cents each; lower prices for larger quantities. A light cartoon version of the winter booklet for passenger car drivers, *It's Your Responsibility.* Directed to the average driver, whether he drives for business or pleasure, the booklet was designed to sweep aside the guesswork and misinformation that cause many winter driving accidents, replace them with safety know-how. It provides a check list of things to do before winter comes, some ABC's of year-round good driving, and an array of test-proven facts on starting, stopping and keeping up with traffic under bad weather conditions.

***How to Drive and Stay Alive*, published by the B. F. Goodrich Company. Pamphlet, 32 pages. Available free from B. F. Goodrich retailers.** Illustrated to show good and bad driving practices on all types of roads and under varying conditions, this booklet contains tips for teenagers, adult drivers, vacation travelers and for city driving. It has up-to-date information on turnpike driving and on such recent rules as those governed by the new "YIELD" signs.

Also included is a visual checklist, recommending the parts of a car which should be checked at least twice a year.

TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **"How to Remove Stains from Floors":** This booklet lists steps for general stain removal from all floors and then gives instructions for specific types of floors. Huntington Laboratories, Huntington, Ind.

2. **"The ABC's of School Lighting":** A new folder describing Celuliner cathode lamps and fixtures. Engineering data completes the descriptive information and typical installations are illustrated. Celine Inc., Batavia, Ill.

3. **Pool Catalog:** Swimming pool equipment and accessories are described in Catalog No. 22-W. The illustrated booklet contains complete specifications and costs. Recreation Equipment Corp., 824 W. 8th St., Anderson, Ind.

4. **Safety Patrol Equipment:** Two-color brochure features safety patrol raincoats, school patrol emblems. Also shown are uniform caps, capes, patrol belts, badges, emblems, arm bands, patrol flags, etc. Conney Products Co., Fond du Lac, Wis.

5. **Athletes Foot Preventive:** For use in school showers, this brochure describes an antiseptic solution of five beneficial mineral salts that prevents the growth of athlete's foot fungus. Non-poisonous, refreshing, it toughens skin and protects feet. Onox, Inc., 119 Second St., San Francisco 5, Calif.

6. **First Aid:** Advantages and applications of Mercurochrome for first aid are described in this folder. Also available are releases covering methods of applying bandages over cuts and abrasions. Hynson, Westcott & Dunning, Inc., Baltimore 1, Md.

SAFETY EDUCATION **FEBRUARY 1957**

425 N. Michigan Ave., Chicago 11, Ill.

Please send me more information on the items circled below:

1 2 3 4 5 6

Name .....

Title .....

Address .....

City .....

State .....

Parents ~~WANT~~, *demand* a WELL EQUIPPED Safety Patrol . . .

That's where we can help . . .

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NAME_____

TITLE_____

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A bad fall has deprived many a child of precious weeks of education. Falls in schools cause lost time, accident claims, painful injuries and parental concern over school safety measures.

National Safety Council 425 North Michigan Avenue Chicago 11